DOCUMENT RESUME

ED 345 722 IR 053 986

TITLE Evaluating Library Literacy Programs. A Manual for Reporting Accomplishments.
INSTITUTION New York State Education Dept., Albany. Div. of Library Development.
PUB DATE Sep 91
NOTE 40p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Evaluation Criteria; *Evaluation Methods; Evaluation Needs; Evaluation Research; Library Collection Development; *Library Planning; Library Role; *Library Services; *Literacy; Public Libraries
IDENTIFIERS *New York

ABSTRACT

Noting that information is needed about libraries' roles in literacy activities in terms of the outcomes, the Library Programs Office of the U.S. Department of Education awarded the Division of Library Development a grant to develop a model that would evaluate literacy activities in such a fashion. A result of this effort, this library literacy evaluation manual is partially based on the results of a survey of selected New York libraries and a sample of U.S. public libraries. The survey instrument asked library and literacy staff about their current and desired literacy evaluation approaches. Presented in the first of seven chapters in this manual, the key results of the survey include information on the libraries' literacy collections, literacy support services, and literacy instruction. The second chapter describes the value of an evaluation model and the four steps of the evaluation model profiled in this manual. The remaining chapters provide further principles based on this evaluation model and explain both core and optional evaluation measures to be used for library-based literacy programs in New York State. These chapters describe some of the issues in evaluation, outline basic questions to be addressed when developing an evaluation plan, and describe how to measure and apply performance levels in terms of inputs, outputs, and outcomes. Specific suggestions for use of evaluation data are given in the concluding chapter. Three appendices contain a copy of the survey questionnaire, a summary report form, and a 16-item bibliography. (MAB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IR

Evaluating Library Literacy Programs

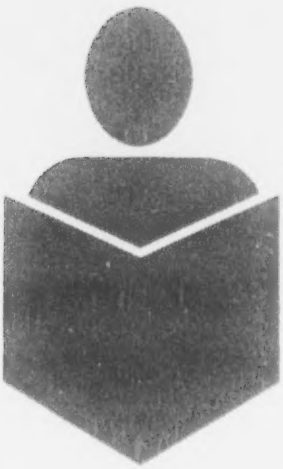
IR053986

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert M. Trombly

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE



Evaluating Library Literacy Programs

A Manual for Reporting Accomplishments

NEW YORK
THE STATE OF LEARNING

The University of the State of New York
The State Education Department
New York State Library
Division of Library Development
Albany, New York 12230
September 1991

The Contents of this report were developed under a Library Services and Construction Act Title VI grant from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and one should not assume endorsement by the Federal government.

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

MARTIN C. BARELL, *Chancellor*, B.A., I.A., LL.B.	Muttontown
R. CARLOS CARBALLADA, *Vice Chancellor*, B.S.	Rochester
WILLARD A. GENRICH, LL.B.	Buffalo
EMLYN I. GRIFFITH, A.B., J.D.	Rome
JORGE L. BATISTA, B.A., J.D.	Bronx
LAURA BRADLEY CHODOS, B.A., M.A.	Vischer Ferry
LOUISE P. MATTEONI, B.A., M.A., Ph.D.	Bayside
J. EDWARD MEYER, B.A., LL.B.	Chappaqua
FLOYD S. LINTON, A.B., M.A., M.P.A.	Miller Place
MIMI LEVIN LIEBER, B.A., M.A.	Manhattan
SHIRLEY C. BROWN, B.A., M.A., Ph.D.	Albany
NORMA GLUCK, B.A., M.S.W.	Manhattan
ADELAIDE L. SANFORD, B.A., M.A., P.D.	Hollis
WALTER COOPER, B.A., Ph.D.	Rochester
CARL T. HAYDEN, A.B., J.D.	Elmira
DIANE O'NEILL MCGIVERN, B.S.N., M.A., Ph.D.	Staten Island

President of The University and Commissioner of Education
THOMAS SOBOL

Executive Deputy Commissioner of Education
THOMAS E. SHELDON

Deputy Commissioner for Cultural Education
CAROLE F. HUXLEY

Assistant Commissioner for Libraries and State Librarian
JOSEPH F. SHUBERT

Director, Division of Library Development
ROBERTA G. CADE

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender or sexual orientation in the educational programs and activities which it operates. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of equal opportunity and affirmative action should be referred to the Department's Affirmative Action Officer, NYS Education Department, 89 Washington Avenue, Albany, NY 12234.

CONTENTS

Introduction 1

Chapters

1 How Libraries are Evaluating Their Literacy Programs 3

2 The Evaluation Model 7

3 Issues in Evaluation 11

4 Developing an Evaluation Plan 14

5 Applying the Model: Measuring Performance Levels 16

6 Optional Evaluation Areas and Techniques 22

7 Uses of Evaluation Information 25

Appendix A Survey Used for Gathering Information for the Project 27

Appendix B Summary Report Form 30

Appendix C Bibliography 36

INTRODUCTION

Over the past 20 years, the New York State Library's Division of Library Development has demonstrated a strong commitment to literacy, encouraging public library systems and public libraries to become involved in literacy activities within their service areas. Library Development has granted Federal Library Services and Construction Act (LSCA) dollars to public library systems to support a range of literacy services. For some systems, this has meant the implementation of instructional programs. In those cases, the library either hires teachers for classroom instruction or recruits and trains volunteers who perform one-to-one tutoring. Other library systems have chosen to offer support services for learners enrolled in literacy programs within the community. These libraries and systems offer services such as collections of adult new reader materials, space for tutoring and/or classroom instruction, microcomputers, collections of professional materials for instructors and referral to local literacy programs. In the past five years, we have used approximately $1.4 million in LSCA Title I for literacy programs in libraries.

In 1986, the State Legislature passed legislation establishing a program of Adult Literacy Services Aid to Libraries. Nearly 50 libraries and library systems applied for grants under this program in 1986 and received a total of $400,000. Although this funding has not been annualized, we expect that additional dollars will be available in 1992.

In 1988, Library Development offered an LSCA Title I invitational grant program to support family reading programs. Seventeen library systems received a total of more than $700,000 to bring young children, their caregivers, and books together. These preliteracy activities have been continued by most recipients with local funds.

Libraries have been involved with, and in many cases have initiated, regional networks of literacy providers. Many libraries have created strong alliances with local volunteer affiliates and with local schools and BOCES programs.

In 1988, Library Development staff began discussing improved methods of evaluating libraries' roles in literacy activities. While libraries have always made reports and evaluated literacy activities for their own purposes, libraries, Library Development staff, and public policymakers in the Legislature are interested in more information about the outcomes or results of library-based literacy programs. Improved evaluation methods can provide that information. Libraries and library systems which are supported by more than one funding source may find that this evaluation manual will help them answer questions for themselves and those funding sources.

While libraries which provide direct instruction, often in conjunction with volunteer literacy affiliates, have tests and other measures of "success" available to them, libraries which provide support services find it more difficult to measure the value derived from the resources expended. The diversity of services and level of commitment to literacy activities creates a problem with effectively measuring those services and activities. The challenge led to an LSCA Title VI grant application.

The Library Programs Office of the U.S. Department of Education granted the Division of Library Development $25,000 and the 12-month project began on October 1, 1990. Carol Sheffer, from Library Development, directed the project and we engaged Dr. Debra Wilcox Johnson, of the University of Wisconsin at Madison, as the consultant for the project. Her expertise with library literacy programs and evaluation made her the best choice to develop a library literacy evaluation model which takes into account the diversity of programs in this state. In the course of her work, Dr. Johnson met and spoke with librarians and literacy specialists from across New York State.

Development of the manual

Dr. Johnson drew on several sources in developing the evaluation model and measures. The library literacy evaluation manual is based upon her experience, visits to libraries in New York State, results of a survey of the grant and discussions with librarians and literacy experts from all parts of the country. At the base of the entire work is the consultant's background in literacy, libraries, and evaluation, supported by the literature of all three fields.

Previous research on the type and extent of evaluation in library-based literacy programs is limited, so the project included a survey of selected New York libraries and a sample of U.S. public libraries. The survey (appendix A) asked library and literacy staff about their current and desired literacy evaluation approaches. Dr. Johnson and Ms. Sheffer conducted interviews at several libraries in New York. This combination of information sources allowed for the development of an evaluation manual that fits the needs of New York libraries while at the same time fitting with national evaluation efforts and research on literacy evaluation.

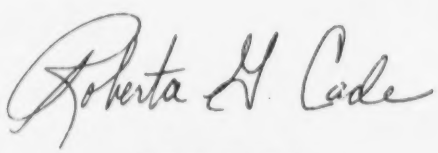
Uses of the manual

The staff of the Division of Library Development is confident that this literacy evaluation model will be useful to libraries as they plan, implement, and expand literacy services to their communities. We anticipate that all public library systems receiving LSCA Title I funds for literacy in FY 1993 and thereafter will use the core measures outlined in this model. We also expect that recipients of Adult Literacy Services State aid funds which are administered by the Division of Library Development will use the core measures.

In addition to the relevant uses of the model, this evaluation plan allows for consistent measures which will justify new and continued funding for library literacy efforts. This model will provide the criteria necessary to enable libraries to compete for other than library-sponsored funding.

It is vitally important that libraries be able to access the broad spectrum of funding sources which support literacy activities. One significant recommendation coming out of the Governor's Conference on Library and Information Services held in November 1990, was that libraries should be able to seek funding from a variety of funders. The Regents' comprehensive planning and policy document, *Adult Literacy: A Key to Lifelong Learning*, affirms the roles of various educational institutions in providing literacy services and proposes literacy legislation which is provider neutral.

We want to acknowledge the expertise of our consultant, Dr. Debra Wilcox Johnson. We want to thank Assistant Commissioner James Kadamus and the staff of the Office of Continuing Education for their ongoing support. A special note of appreciation goes to Carol Sheffer and Kathy DeMarco, without whose efforts this project could not have been implemented. Most importantly, though, we wish to thank the librarians, library staff, volunteers and others who make library literacy services "work" in all sizes of libraries.



Roberta G. Cade
Director
Division of Library Development

CHAPTER 1

HOW LIBRARIES ARE EVALUATING THEIR LITERACY PROGRAMS

In order to determine the current methods of literacy evaluation being employed by libraries, a questionnaire was developed by Dr. Debra Wilcox Johnson, the project consultant and sent to libraries and library systems in New York State and to a sampling of libraries in other states. It is important to note that the libraries in other states were chosen at random from the 1987 list of LSCA Title VI recipients which provide direct literacy instruction. The mailing within New York State was more broad-based and was sent to many sites which provide support rather than instructional services. This is a key distinction when reviewing survey results.

Respondents were given a list of evaluation measures and were asked to mark those which they currently use to evaluate literacy activities and, separately, to rank the list of measures in terms of usefulness in evaluating literacy activities. A copy of the survey form appears as Appendix A to this document.

This section reports the key results of a survey of New York public libraries regarding current and desired literacy evaluation efforts. The results are compared to a national picture derived from a sample of U.S. public library literacy programs. The data were collected during April and May 1991.

A total of 71 questionnaires were sent to New York public libraries and systems that had previously received Library Services and Construction Act (LSCA) Title I and/or Title VI grants as well as recipients of Adult Literacy Services State aid. A total of 38 questionnaires were returned following one reminder, with 31 providing usable information.

A total of 50 questionnaires were sent to U.S. public libraries and systems that had previously received Library Services and Construction Act Title VI grants. A total of 31 questionnaires were returned, with 22 providing usable information.

Libraries responding represented an array of literacy services in three areas: literacy collections, literacy support services, and literacy instruction. Libraries offering services in all three areas reported the widest range of major accomplishments, focusing on student achievements, program size and growth, learning environment, community awareness, and cooperation. Those libraries offering exclusively literacy collections identified two major outcomes: good collections and space for instruction.

All of the measures listed in the questionnaire were collected in New York libraries. In the area of literacy collections, data on circulation of print literacy items were collected most frequently (21), followed by data on circulation of audiovisual materials (14), amount of use of microcomputers (11), and in-house use of materials (7). When asked to rank the measures in terms of usefulness for documenting accomplishments, data on circulation of print literacy materials topped the list, followed by in-house use of materials and data on circulation of AV materials.

For the U.S. sampling, data on circulation of print literacy items were collected most frequently (15), followed by data on circulation of audiovisual materials (9), amount of use of microcomputers (9), and in-house use of materials (8). This follows the order found in the New York libraries. No one reported using browser's fill rate. When asked to rank in terms of usefulness for documenting accomplishments, data on circulation of print literacy materials topped the list, as was the case with New York libraries. Data on circulation of AV materials and in-library use of materials were the next highest ranked.

Among New York's libraries, in the area of literacy support services, the number of times the library is used as a site for tutoring and/or classes was collected the most (19), followed by number of noninstructional volunteer hours (15), number of contacts initiated with other agencies about literacy (11), number of bibliographies, brochures, etc. distributed (10), number of contacts from other agencies about literacy (9), and number of referrals to other literacy providers (9). When ranked for usefulness, the number of times a library is used as a site for tutoring for example, clearly ranked first, followed by referrals and contacts with other agencies.

In the U.S. sampling, the number of referrals to other literacy providers was collected the most (13), followed by the number of times the library is used as a site for tutoring and/or classes (12), the number of noninstructional volunteer hours (11), number of contacts initiated with other

Literacy Collections

	Currently Collected		*Most Useful to Collect*	
Ranked	*NY State*	*U.S.*	*NY State*	*U.S.*
#1	Circulation of print literacy items	Circulation of print literacy items	Circulation of print literacy items	Circulation of print literacy items
		Tied for 2nd		
#2	Circulation of audiovisual materials	Circulation of audiovisual materials	In-house use of materials	Circulation of audiovisual of materials
		Amount of use of micro-computers		
#3	Amount of use of micro-computers	In-house use of materials	Circulation of audiovisual materials	In-house use of materials

agencies about literacy (11), the number of contacts from other agencies about literacy (11), and the number of requests for information from other libraries or agencies about the program (10). The other two measures — reference questions and number of bibliographies — are collected infrequently. This order varies from those of New York libraries, although the only major difference is the placement of the measure related to bibliographies. When ranked for usefulness, the number of times a library is used as a site for tutoring for example, ranked first, followed by those measures related to information sharing: requests for information from other libraries or agencies, referrals, and contacts with other agencies. Other than the requests for information, this parallels the New York rankings.

Literacy Support Services

	Currently Collected		*Most Useful to Collect*	
Ranked	*NY State*	*U.S.*	*NY State*	*U.S.*
#1	Number of times the library is used as a site for tutoring and/or classes	Number of referrals to other literacy providers	Number of times the library is used as a site for tutoring and/or classes	Number of times the library is used as a site for tutoring and/or classes
#2	Number of noninstructional volunteer hours	Number of times the library is used as a site for tutoring and/or classes	Number of referrals to other literacy providers about literacy	Number of requests for from other libraries or agencies
		Tied for 3rd		
#3	Number of contacts initiated with other agencies	Number of noninstruction volunteer hours	Number of contacts initiated with other agencies about literacy	Number of referrals to other literacy providers
		Number of contacts initiated with other agencies about literacy		
		Number of contacts from other agencies about literacy		

The most heavily used measures in New York State libraries are in the literacy instruction category, starting with number of tutors tutoring (20) and numbers of tutors trained (19). Next highest were number of tutor hours contributed (17), number of adult learners placed with tutors (17), and number of hours of instruction for students (17). The remaining instructional measures each received affirmative responses: number of students meeting their learning goals (13), number of adult learners in a group instruction (12), number of hours of classroom or group instruction (11), retention rate for students (10), and retention rate for tutors (9). The rankings show a different priority than the frequencies noted above. Top ranked for usefulness was the number of students meeting their learning goals and number of adult learners placed with tutors, followed by number of tutors tutoring, number of hours of instruction for students, and retention rate for students.

Each of the instructional measures was collected by one or more respondents in this sample of U.S. public libraries with the most frequently reported being the number of students meeting their learning goals (13). The next highest, each receiving 11 affirmative responses, were number of tutors trained, number of tutors tutoring, number of tutor hours contributed, number of adult learners placed with tutors, and number of hours of instruction for students. Each of the remaining instructional measures received eight responses. The primary difference between these and the New York responses was that collecting information on student goals was the most frequently reported for the U.S. sample. Because of this, the non-New York respondents matched the most frequently reported with the top ranked for usefulness (the number of students meeting their learning goals). This measure was followed in usefulness by number of adult learners placed with tutors, number of hours of instruction for students, and retention rate for students.

Literacy Instruction

	Currently Collected		*Most Useful to Collect*	
Ranked	*NY State*	*U.S.*	*NY State*	*U.S.*
#1	Number of tutors tutoring	Number of students meeting their learning goals	Number of students meeting their learning goals	Number of students meeting their learning goals
		Tied for 2nd		
#2	Number of tutors trained	Number of tutors trained	Number of adult learners placed with tutors	Number of adult learners placed with tutors
		Number of tutors tutoring		
		Number of tutor hours contributed		
		Number of adult learners placed with tutors		
		Number of hours of instruction		
	Tied for 3rd			
#3	Number of tutor hours contributed		Number of tutors tutoring	Number of hours of instruction
	Number of adult learners placed with tutors			
	Number of hours of instruction			

Related to instruction were a series of questions on information available on students and tutors. Among the New York libraries offering instruction, 14 of 20 responding collected information on students and/or tutors related to ethnicity, age, gender, educational level, and occupational status. Progress of students is tracked by 13 programs, with testing and personal reports being the primary measures of progress. Most instructional programs (14) did not follow up on students who left the program prior to completion; the same number did not have follow-up procedures for students who complete the program. Among the out-of-state libraries offering instruction, all but one (12 of 13 libraries responding) collected information on students and/or tutors related to ethnicity, age, gender, educational level, and occupational status. Progress of students is tracked by 11 programs, with testing and tutor reports being the primary measures of progress. Some instructional programs (8 of 13) did attempt to follow up on students who left the program prior to completion, usually through a personal contact. Six programs did have follow up procedures for students who complete the program, although the approaches used varied widely. When compared to the New York responses, more effort at follow-up by the U.S. respondents was evident, although the procedures cited did not suggest one basic approach, and most indicated an informal follow-up process.

Across all categories (collections, support, and instruction), New York State respondents ranked the following as the most important measures of literacy efforts: number of students meeting their learning goals (19), retention rate for students (12), circulation of materials (11), number of students (9), number of tutors (8), and tutor retention rate (8). Among libraries not offering instruction, circulation of materials ranked first. When these rankings are compared to the most frequently collected, students meeting their learning goal is not among the top five collected in instruction. In support services, the most frequently collected measures (use of library and noninstructional volunteer hours) were not ranked in the top five measures and did not fare well against instruction and collection measures. U. S. respondents ranked the following as the most important measures of literacy efforts: number of students meeting their learning goals (12), circulation of materials (10), contacts and referrals from other agencies (10), retention rate of students (7), and number of students (7). In contrast to the New York findings, the top ranked measure matches the most frequently collected instructional measure: students meeting their learning goal. The ranked measures among this group of respondents showed a higher placement for measures of cooperation, although the New York and out-of-state group generally show consistent patterns of response throughout the questionnaire.

As a comparison to this survey, results from a national sample of public libraries conducted in 1987 were examined (Johnson, Robbins, and Zweizig, 1991, 36—37). Of 246 libraries having literacy programs, fewer than half reported conducting evaluations. For those who did conduct evaluations, the most frequent measures were in the instructional category: number of tutors tutoring (109), number of tutors trained (101), and number of adult new learners recruited (94). The study did not ask for a ranking of the measures on usefulness, and respondents were not asked about the number of students meeting learning goals. The results parallel those found among the 1991 survey reported here. The most frequently reported collection measure was circulation of print materials. The most frequently reported support services measure was the number of times the library was used as a site for tutoring, for example. In the instructional area, the top five measures collected match those ranked highly in the 1991 study.

Conclusion

The survey conducted for this project revealed that New York libraries already collect a wide variety of evaluation measures, with the libraries which offer the widest range of literacy services most likely to report a greater variety of program effectiveness measures. Programs without an instructional component were the least likely to conduct an evaluation. Follow-up activities with students showed the least activity among New York libraries. The rankings reflect an interest in focusing on outcomes, especially those related to changes in students, with achievement of student-set goals seen as the most critical evaluation measure. This manual incorporates the information from the survey in both the core and optional program measures sections.

CHAPTER 2

THE EVALUATION MODEL

Why evaluate?

The survey of current evaluation efforts described in Chapter 1 indicates a recognition of the need for evaluating library-based literacy programs. As literacy programs strive for success, two requirements must be met: an ability to describe the current performance of a program and a vision of excellence. The evaluation process allows libraries to determine the degree to which they are moving toward excellence. More importantly, the results of evaluation allow program staff to explain to funders and advocates the need for continued support.

The evaluation process encourages continuous review of what a literacy program is doing and what changes need to occur. While "model" programs certainly exist, each literacy program is a living organism. Clients and their needs change, as do the abilities of the program staff and volunteers. New resources, such as print materials and computer-assisted instruction, bring new opportunities and challenges to a program. Likewise, levels of support for the literacy program vary. Information for ongoing planning to respond to these changes is a key product of evaluation.

Decisions are constantly being made about the direction of a literacy program. Review of evaluation data can show problem areas, such as a decrease in student retention or a decrease in the use of the literacy collection. These problems are identified when program managers have a clear picture of the current performance of the program. This picture, when compared to past and desired levels of performance, aids in decision making in all aspects of the program. Accurate information gathered during an ongoing evaluation process aids the decision maker in answering questions related to program change and helps assure that the decision is based on actual program features rather than solely on instinct.

The relationship between funding and evaluation is a strong one. Evaluation data are used at several stages of the funding process: to show need for new funding, to justify current budgets, and to fight reduction of support. Library literacy programs, along with other library programs, compete for a limited pool of resources from the library and the community at large. The ability of the literacy program's staff to explain what they are doing and to demonstrate effectiveness is the edge needed to maintain adequate financial support.

Use of evaluation data in a grant application can set a project apart from other proposals. This occurs in two places in the proposal: the needs assessment and the evaluation plan. Evaluation findings can demonstrate the need for a project, and a clearly stated evaluation strategy for the project helps assure the funder that the dollars will be spent wisely.

Ultimately, evaluation results are needed to answer those who ask, "Why literacy in libraries?" It is critical that libraries tell their literacy story — what they do and with what results. Most library programs tell only a portion of their story, focusing almost exclusively on instructional activities to the exclusion of support services. Library-based literacy programs must demonstrate their effectiveness through continuous evaluation and reporting of those evaluation results. Sharing this evaluation helps to demonstrate the library's critical role in meeting community needs. Further discussion of the value of evaluation can be found in Chapter 7.

The basic model

The evaluation model employed in this manual is based on the concept of an individual library or literacy program setting annual levels of performance. This model has four steps:

1. *Determine target areas* in two categories: instruction and support services (includes collections).
2. *Set levels of performance* for each target area.
3. *Assess progress* toward meeting targeted performance levels.
4. *Reexamine target areas and levels* based on evaluation results.

This model is cyclical in that completion of step four leads program managers back to steps one and two, determining target areas and levels of performance. The time frame for this process varies, although since most funding is annual, this manual assumes that this is an annual operation. The evaluation model assumes that library literacy

programs are engaged in planning.

Determine target areas. This initial step requires an identification of which program components will be evaluated. For literacy programs, these components will fall into two categories: instruction and support services. In the instruction category, target areas might include recruitment, retention, instructional hours, and student progress. In support services, target areas might include use of print collections, use of computer-assisted instruction software, referral, facilities use, and noninstructional volunteers.

Set levels of performance. Once target areas are identified, levels of performance are agreed upon for each target area. In instruction, an example would be "recruitment of 50 new students" or "an average of four instructional hours weekly per student." In support services, sample levels would be "receiving 100 referrals to the program" or "320 circulations of the print literacy collection." These levels are selected on the basis of knowledge of current program operations and statistics. In cases where new target areas are being used, levels will be more of an estimate the first year and refined in later years as evaluation data are available. Since each literacy program operates in a different environment, the appropriate service levels will vary from location to location. It is important to note that when determining levels of performance, the figures do not always go up. It is logical that certain services will have lower demand as demographics of the program change or as resources are reduced. Likewise, it is rational to assume that in some target areas the projected performance level will remain the same, or at maintenance level.

In the planning process, steps one and two are translated into program objectives, which answer three questions: what is to be accomplished, at what level, and by when. This translation of targets and levels into objectives gives the literacy program a plan of operation. As examples, consider these objectives:

To achieve an annual student retention rate of 75 percent.

To circulate an average of 50 print items per month.

To recruit 20 new tutors by June 1995.

In all these examples, a target area is specified, a performance level indicated, and a time element stipulated. These objectives collectively make up a plan of service for the literacy program. How each of these targets or objectives will be accomplished are the strategies or activities carried out by the literacy program. Programs may use different strategies to accomplish similar targets, as the local situation will shape the strategies chosen as well as the target levels expected.

Assess progress. Using the objectives as a checklist, literacy staff will monitor progress toward meeting the target performance levels. This means that information is gathered throughout the project year to make sure that the strategies or activities chosen are leading to the desired accomplishments specified in the objectives. In order to assess progress, this step in the model asks "how will you know when a level has been obtained?" Essentially, this translates into knowing what techniques or measures will be used to determine whether a performance level has been met. (A variety of measures and techniques for gathering this information are outlined in Chapters 5 and 6 of this manual.) At the end of an annual evaluation cycle, final results of the evaluation process are summarized. For each objective, projected and actual levels are reported.

Reexamine target areas and levels. This is a critical step in the evaluation process, as program managers must now examine the status of their program as reflected in the outcome of the evaluation process. Among the questions raised at this point are:

> Did we meet our specified targets?
> Why were target levels not met?
> What adjustment in levels should be made for the following year?
> Should target areas be adjusted?

The essential feature of this step is making sense of the numbers or results you have gathered. Robbins and Zweizig (1988) phrase this important question as "so what?" Without examining the results and using the results to make decisions about the direction of the literacy program, evaluation data gathering is a futile exercise. As the results of evaluation are used to shape the program for the next year, the evaluation model becomes cyclical (and ongoing).

This model essentially asks program planners to first determine where the literacy program is going and then answer the question "are we there yet?" (Robbins and Zweizig, 1988). Compare this approach to planning a trip. When planning to travel, you first need to know where you are going, for instance to Miami, Florida. You know where you are starting from, in this case Buffalo, New York. You know where you have started (current program status) and where you are going (target areas and performance levels). If you only make it to Charleston, South Carolina, you did not complete your trip (objectives). The critical step is then to ask why: too much sightseeing, too long a visit at Aunt Mabel's in New York City, slept late every morning, lost the map, car trouble, and so on. This analysis of why the place (or target) was not reached is critical to planning future trips.

While this trip analogy is certainly an oversimplification, it helps to illustrate the value of knowing where the program is headed so you can honestly say "we made it!" It goes back to the description used early in this section: literacy programs must be able to describe current performance while at the same time have a vision of excellence and measurable targets to move the program forward.

The remaining sections of this manual provide further principles based on this evaluation model and explain both core and optional evaluation measures to be used for library-based literacy programs in New York State. Throughout the manual, it is important to understand an assumption that underlies this basic model: **evaluation data are to be used, not simply collected**. The value of evaluation was introduced in this section, and more specific suggestions for use of evaluation data are given in Chapter 7.

CHAPTER 3

ISSUES IN EVALUATION

The model described in Chapter 2 and the measures in Chapters 5 and 6 reflect the current thinking in the field of evaluation. Underlying this work are four concepts of measurement and evaluation:

- inputs, outputs, outcomes;
- short-term and long-term measurement;
- quality and quantity; and
- formative and summative evaluation.

Inputs, outputs, and outcomes

Evaluation results can be categorized into three groups: inputs, outputs, and outcomes (see figure 3.1). Inputs are the resources available to conduct a program — what the community "puts into" a given program. Examples of input measures are the size and growth of the budget, the amount of staff and volunteer time, amount and type of facilities, and collection type and size. As an evaluation measure, input measures have two primary advantages: they are easy to collect, since they are under the direct control of the organization, and they reflect the level of institutional and community support for a program. The weakness is, however, that as a group of measures, it tells only part of the story of the program. Inputs do not totally reflect the results of the program. Traditionally, service programs have been the strongest in reporting inputs.

Increasing attention is now given to two other groups of measures: outputs and outcomes. These answer the question, "What did the literacy program do with its resources (inputs)?" The outputs and outcomes are the end results. Outputs are more easily reported than outcomes, as they tend to be quantity measures of the amount of use or response to a particular service. Examples include number of students enrolled, number of students completing a program, and use of the library collection or facilities. For comparison purposes from one program to another, output measures sometimes are reported as ratios, e.g., "X hours of instruction per student."

Like outputs, outcomes are results oriented. They emphasize the consequences of participation in a program, often referred to as benefits. For example, for a literacy student who received 100 hours of instruction, what changes occurred from that instruction? Two primary outcome measures in adult literacy are completion of student-set learning goals and life changes, e.g., change in employment status, change in reading habits in the family, and the like. Ultimately, outcome measures are the most important evaluation measures, since these relate directly to the overall mission of a literacy program — to reduce illiteracy. All three types of measures, however, are needed to give a complete picture of program efforts. The major disadvantage of evaluating long-term program benefits is the difficultly in documenting these changes. Programs use a variety of output measures that are logical indicators of outcomes, i.e., it is logical to conclude that as a person spends more hours in instruction, he/she will be more likely to improve skills. Outputs are easier to collect than outcomes and are seen as logical predictors of long-term outcomes or benefits.

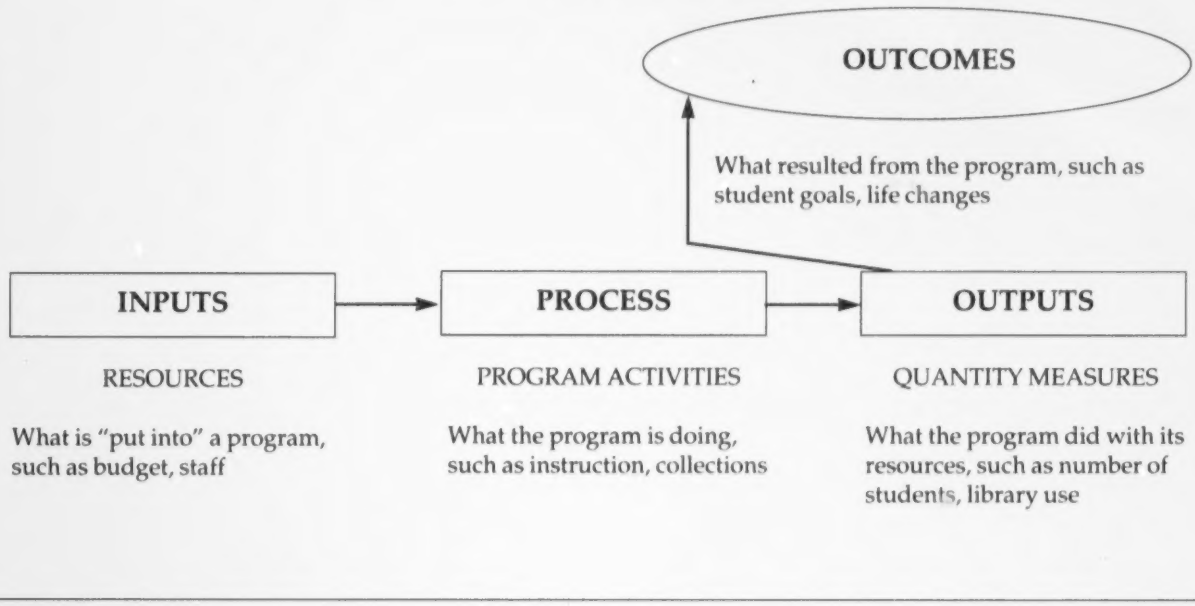
It is not critical that every evaluation measure fit neatly into any one of these three categories, and universal agreement will not exist as to which measures are in each group. What is important is that a literacy program provide information in all three areas to adequately describe its total effort. In this manual, measures are recommended in all three categories.

Short-term and long-term measurement

Currently, evaluation approaches emphasize short-term accomplishment. The use of input and output measures are short-term results, usually collected on an annual or budget-cycle basis. An effective use of these measures is analysis of the results over time, indicating changes in program use and support. Although the heart of the evaluation process, these evaluation measures need to be supplemented with long-term assessment of impact or outcomes.

In both library and literacy programs, the measurement of long-term changes is the least likely to be done. A frequent question from a funding source, especially for established programs, relates to long-term impact of the program. What difference did the program make for the individual or for the community? This long-term impact is

FIGURE 3.1


OUTCOMES
What resulted from the program, such as student goals, life changes
INPUTS
PROCESS
OUTPUTS
RESOURCES
PROGRAM ACTIVITIES
QUANTITY MEASURES
What is "put into" a program, such as budget, staff
What the program is doing, such as instruction, collections
What the program did with its resources, such as number of students, library use

usually addressed with anecdotes about successful students. More systematic documentation of success stories along with follow-up of a sample of students who leave the literacy program begins to address this important question.

Quality and quantity

A common discussion that occurs among program administrators is the relative value of reporting the numbers versus the quality of the service. In reality, this is a debate with no winner. An effective evaluation approach considers both quantity and quality, as it is the combination of the two that tells the complete story about a literacy program. To report only the number of hours of instruction without also talking about what difference this instruction made for the individual gives only half the picture. Likewise, to report recruiting 100 volunteers or 300 students is using a quantity measure. Without a good retention rate, however, the quality of the program comes into question.

Another issue in the quantity-quality debate is the definition of quantity. At the simplest level, quantity refers to anything that can be counted. Actually, some of what is counted does refer to quality. Percent satisfied with a certain aspect of the service, circulation of the collection (high use is equated with high quality of the materials), or retention rate of students and volunteers (reflecting on the ability of the program to satisfy needs and provide support) all are counted, but are also quality measures. The evaluation model used for literacy programs needs both kinds of information so that the questions of efficiency and effectiveness are equally addressed.

Formative and summative evaluation

While the other three evaluation concepts deal with measurement or assessment, this final concept is related to the question, "When does evaluation occur?" When evaluation is perceived as a summary of accomplishments, it is referred to as "summative" evaluation. Often, this information is used to document results or justify program continuation or funding. If, however, evaluation occurs only at the "end" of something — the end of a grant or at the end of the fiscal year — the full value of the evaluation cannot be appreciated. Instead, evaluation needs to occur throughout the planning cycle. This is known as "formative" evaluation.

Formative evaluation transpires during the needs assessment portion of any project or program. Assessment is evaluation, and in the case of literacy services, community, individual, and program needs are being evaluated. This evaluation step helps a program set its targets or objectives which become the basis for summative evaluation. The second area of formative evaluation addresses the questions of "How well are we doing?" or "What progress have we made to date?" As the service is being delivered, periodic assessment of what is being done and how well it is being done helps keep the literacy program moving toward its targeted accomplishments.

The primary value of formative evaluation is that it allows the program to make adjustments throughout the evaluation cycle, rather than only at the end. This is especially useful for one-time or one-year grant projects, when the option to adjust the program is not possible at the end of the program. For programs seeking a second year of funding from the same source, the formative evaluation information may be the only evaluation data available at the time when the second-year proposal is being developed.

With the combination of formative and summative evaluation, program assessment permeates the program as an ongoing effort. Chapter 4 of this manual which describes an evaluation plan supports the concept of planning for both types of evaluation.

The concepts addressed in this chapter reflect current thinking in the program evaluation field and are not exclusive to the library and literacy fields. As such, they provide the foundation for the evaluation model and measures in this manual.

CHAPTER 4

DEVELOPING AN EVALUATION PLAN

This manual presents a wide range of core and optional evaluation measures. Literacy program staff will need to provide a context for using the measures. An evaluation plan helps assure that the program gets maximum use from its evaluation efforts. This section outlines questions to be addressed when developing an evaluation plan.

What/who gets evaluated in your program?

The answer to this question starts with a description of the literacy program. What types of the services are offered? Within each type of service, what elements can potentially be examined for both quality and quantity? While some aspects of a program might be evaluated every year (number of students tutored, number of tutors trained and so forth), it is not generally expected that every aspect of a program be evaluated in depth every year. Some elements, such as referral to other literacy programs, may be simply counted one year but a more intensive follow-up evaluation, such as postcards to referral agencies, may be done alternate years.

> *Examples of what or who gets evaluated*: students (learning, changes in behavior, retention); tutors (effectiveness, retention); program administration; program design; materials used; impact of program on community; cooperation; program publicity (see also Chapters 5 and 6 of this manual).

Who is involved in the evaluation?

One of the major benefits of evaluation is that it gives the program a chance to work with a broad base of people to assess the program. While evaluation can be done by a single staff person, new insights are provided both in the planning of the evaluation and the analysis of the results when others are involved. A wider involvement in the process also aids in support from staff, volunteers, and students for the time needed to collect evaluation information. At a minimum, others can review the program's evaluation process and final report for additional insights and interpretation.

> *Examples of who can be involved in evaluation:* project director; library director; library staff; literacy staff; tutors; students; external evaluators; program participants; cooperating agencies; project supporters (or detractors); project funders (or potential funders).

When is the evaluation conducted?

As discussed in Chapter 3, evaluation permeates the program and does not occur just at the end of a fiscal year. Consider both "formative" evaluation (ongoing during the program) and "summative" evaluation (at the end of the program). In an educational program, it is usually necessary to gather information from participants in the program at the beginning and end of participation in order to measure achievement. Whenever a program seeks to increase or decrease some feature in the program, baseline information will need to be collected at the beginning of the planning cycle for comparison to the final result. A timetable for evaluation (formative and summative) will help assure the evaluation is completed as needed.

What changes or accomplishments do you expect?

This is probably the most important question asked in the evaluation process. Chapter 2 describes an evaluation model based on the assumption that the literacy program has a clear sense of direction for where it wants to be after a set time period. While this manual provides information on what measures to use, it does not specify the level of achievement. Those targets are decided locally and are based on community needs and resources.

> *Examples of changes or accomplishments*: changes in reading habits at home or among family members; attendance figures; retention figures; library use; participation in training workshops; satisfaction with program; levels of achievement by participants; continued funding for the literacy program; extent of collaboration.

How will you go about collecting information for evaluation?

During the design of the evaluation, program staff need

to be aware of what evaluation methods are available and which methods best document expected changes or accomplishments. This manual provides information on both measures and methods, and this can be supplemented with items listed in the bibliography and with basic texts on questionnaires and interviewing. Given limited program resources, the literacy program will desire to strike a balance between what is the ultimate evaluation method and the time and cost necessary to conduct the evaluation (see also Chapters 5 and 6).

> *Examples of methods*: individual interviews (in person or by telephone); group interviews; questionnaires; observation; tests; completion of specified level or objective; reports from tutors and students; sample work from participants; diaries.

How will you use the evaluation results?

Simply put, using the evaluation results makes the process worthwhile. To collect information that is not used is poor use of not only the literacy program staff, but it is an imposition on the people who must provide the information or take time to participate in the evaluation. Evaluation data are used for final project reports; program improvement and/or modification; justification for continued, additional or new funding; community awareness; and marketing. The question of who should get the results from the evaluation is related to use of results. In general, the answer to that is "as many people as possible in forms that are useful to them" (see also Chapter 7). Among audiences to consider are: program funders, library administration, cooperating agencies, students, tutors, potential funders, and community leaders.

Wide use of evaluation results helps overcome the resistance to collecting information. Translating the ways in which the information will be used to those who are involved in the process becomes an important part of the evaluation planning. Locally, full use of all the evaluation data collected will ultimately affect the continuation of an effective program. Usefulness, however, must be examined beyond the local level. At each level — system, state, and national — evaluation information is needed for the same reasons local programs need it. In particular, developing support and funding for literacy is becoming increasingly dependent on regular and systematic evaluation data. The initial collection of the data can effectively occur only at the local level.

Use of the evaluation plan

At a minimum, these questions should be discussed on an annual basis. A written evaluation plan based on this discussion is a useful tool for monitoring the evaluation process. It helps make full use of the evaluation data collected for planning, fundraising, and marketing. The evaluation planning activity has additional use in preparing funding proposals since the answer to these questions form the outline of the evaluation section of a funding proposal. Finally, the evaluation planning process aids in effective evaluation by involving those affected by the program and those who support the program as well as the literacy program staff.

CHAPTER 5

APPLYING THE MODEL: MEASURING PERFORMANCE LEVELS

This section covers measures of three types: inputs, the resources available for a program, and outputs and outcomes, the performance achieved with the resources. When setting performance levels, literacy programs will be able to use information from the input, output, and outcome categories. **The measures described in this section form the core of an evaluation strategy for library-based literacy programs. Use of these core measures may be required of libraries or library systems that receive funding from the New York State Library (see Introduction).**

Inputs

The information gathered in this category has three primary uses: description of current needs, measurement of support for the literacy program, and analysis of trends in program resources. The data are gathered through the use of "profiles." Profiles define community need and program resources and should be updated annually.

Community profile

The purpose of the community profile is to provide an estimate of the extent of need for literacy services. Since there is no universally accepted measure for community levels of literacy, the elements listed below are used to develop an estimate. These elements are known to be associated with illiteracy. This information is helpful for determining the scope of the literacy problem, but should not be used to set short-term performance levels, i.e., "reduce illiteracy by 10 percent." Because the figures are estimates, changes in the indicators listed in this profile will be seen only over a long period. The profile elements are:

- Population of service area
- Number of adults in service area
  (over the age of 18)
- Educational level
  (percent completing high school)
- Poverty level
  (percent below the poverty level)
- Unemployment rate
- Ethnicity and language group
  (percent by racial group)
  (estimate by language group if available)
- ESL population
  (estimated percent of population)
- Adults in need of literacy services
  (estimated percent of adult population)

SOURCES OF DATA: For the community information, locally produced figures are the best source. For example, recent U.S. Census figures, regional planning reports, school district reports, and agency estimates are potential sources for this information. For programs serving distinctly different communities or neighborhoods, this information on the community profile is useful for each area, since the average would not give a realistic picture of the service areas of the literacy program.

Program profile

This profile is a measure of community support for the literacy program. This data should be used to show trends in support over time. These figures also are useful for showing cost effectiveness for services. An example of this would be cost per instructional hour. Program profile elements are:

- Total budget for literacy program
- Percent of budget from local library/municipal funds
- Percent of budget from donations
  (individual, organizational, and corporate donors)
- Percent of budget from grants
  (local, state, and Federal funds received via a proposal process)
- Staff hours assigned to literacy program
- Volunteer time for program support (not tutors)
  (number of volunteers and hours)
- Size of print collection
  (volumes)

- Size of nonprint collections (number of items)

SOURCE OF DATA: This information is gathered from records of the literacy program. A few figures will be cumulative (e.g., collection size), while most are reported for the year only (e.g., budget figures).

These two profiles, taken in combination, illustrate the need for and the resources available to the literacy program. Results from each profile can be monitored over time to show increases or decreases in resources, which can help explain unexpected program performance levels. The unexpected outcomes can be positive or negative.

Outputs and Outcomes

This section discusses the most critical evaluation measures: those which show how the literacy program has made use of its program resources. Data will be gathered in three categories: learners, program administration, and use of library resources. Under each category, a summary list of measures is provided (see Appendix B). For each data element, the following details are provided: information collected, source of the information, collection schedule, and suggested reporting methods. In the cases of learners and tutors, an intake profile also is required. While each of these measures are reported separately, figures also can be combined to report ratios. For example, instructional hours can be reported as "X hours per student in the program." Examples of reporting the figures in combination are given throughout this section.

Learners

For a library-based literacy program, the most powerful evaluation information comes from this category. Supporters and detractors of the literacy program want to know, "What difference did it make?" The following is a summary of the evaluation information relevant to the learner category:

- student profile
- number of students
- hours in class or in tutoring
- skill achievement
- achievement of student-set goals
- library use
- long-term changes

LEARNER MEASURES

Student profile

Information collected: ethnicity (Asian, Black, Hispanic, Native American, White); language (for ESL only); age; gender; occupational status; years of formal schooling completed; children at home; student goals for program.

Source of data: An entrance interview/intake form filled out by literacy program staff and/or volunteers. This information may be collected over a month as tutoring or instruction begins.

When collected: Upon student's entry into the program.

Reporting: Actual number in each category and percentage of total number of students for the year. For the question regarding children, report as number and percent those who have children living at home. Student goals should be reported in four categories: leisure, employment, personal accomplishment, and family-related. The information on student goals is used also to determine achievement of student-set goals (described later in this section). The data in this area are used primarily to provide a profile of the students in the literacy program. Changes over time in the makeup of the student group can be documented with this data.

Number of students

Information collected: Two figures on the number of students served will be collected: 1) number of students enrolled for any time during the year by instructional method (one-on-one, small group, classroom) and 2) number of students enrolled for the entire year by instructional method.

Source of data: Student progress records completed by tutors or instructors.

When collected: At start of program and upon exit of the student from the program.

Reporting: Figures are reported as actual numbers. In addition, figures are presented as percent of students in each instructional method. Optionally, this figure can be used to calculate other ratios, for example instructional hours per student or students per tutor or classroom instructor.

Hours in class or in tutoring

Information collected: Number of hours per individual in either tutoring (one-on-one and small group) sessions or classroom instruction, or computer-assisted instruction (CAI).

Source of data: Student progress records completed

BEST COPY AVAILABLE

by tutors or classroom instructors and, if appropriate, computer use records.

When collected: Continuously as occurs.

Reporting: Total hours should be reported by type of instruction. As an option, this figure is useful as a ratio of average hours of instruction per student, tutor, or instructor and to calculate a cost per hour of instruction.

Skill achievement

Information collected: Number of students completing skill levels or achieving test scores indicating skill improvement.

Source of data: Literacy program's choice of approach. The completion of skills level may be based on instructional book completion, an assessment process, or a test. Samples include the LVA READ and ESLOA, TABE, and portfolio assessment. Results are collected from the student progress form completed by the tutor or instructor.

When collected: Upon intake to the program, after at least every 50 hours of instruction, and upon leaving the program.

Reporting: Although there is no consensus of which method of reporting skill achievement should be used, it is critical to report student progress in terms of specific skill achievement for funders. Based on the method used, report number of students reaching each skill level. A program may report skill achievement using more than one assessment method.

Achievement of student-set goals

Information collected: Number of students achieving at least one personal goal in the categories of: leisure, employment, personal accomplishment, and family-related.

Source of data: Two sources are used: the student profile where original goals are indicated and the student progress reports completed by tutors or instructors.

When collected: Initial goals are collected upon intake into the program; additional goals are noted in student records as they are set. Information on completion of student-set goals is continuously collected as it occurs.

Reporting: Actual number reaching at least one goal and percent of total students achieving this level. Optionally, also report the number reaching more than one goal.

Library use

Information collected: Prior library use and increased/decreased use of the library since entering the literacy program, excluding instruction that occurs in a library setting.

Source of data: On the student profile (intake form), two questions should be asked: 1) do you currently use the library and 2) when was the last time you had the chance to use a library? The tutor or instructor will report on the student progress form if the student has begun to use the library or increased or decreased use of the library since being enrolled in the program.

When collected: Initially, upon entering the program. Library use is reported after every 50 hours of instruction and upon exit of the program (corresponds to skill achievement schedule).

Reporting: Since the programs are library-based, it is important to see if students also change a related behavior—use of the library. An assumption is that a student will "complete" the literacy program, whereas the student can use the library as a place for "lifelong learning." The figure on initial library use is reported as part of the student profile. New or increased, decreased, or maintenance level of library use is reported as an actual number and percent of the total number of students. For example, "X percent of students have begun to use the public library" or "X students have increased their use of the public library."

Long-term changes

Information collected: Changes that have occurred since the student has left the program. The kind of information gathered will parallel the information gathered in achievement of student-set goals. At a minimum, ask about: enrollment/completion of other educational or training programs; new or upgraded jobs; citizenship; library use; and personal accomplishments.

Source of data: A random sample of 10 students annually who have exited the program following completion of at least 50 hours of instruction. Data will be gathered by telephone interview. To draw the sample, first create a list of students for the year who meet the requirements of leaving the program and having completed at least 50 hours of instruction. Count the total number of names on the list and divide this figure by ten. This will determine the names you will select. For example, if 105 names are on the list, your result is 10.5. This means you take every 10th person on the list for your sample. The

information most likely will be gained by interview, in-person or telephone.

When collected: Annually for five years. For the first year, this will mean information is collected from 10 students. The second year, up to 20 students; in the fifth year, up to 50 former students will be interviewed. For the sixth year and following, the number will not exceed 50 interviews, since students are tracked for only five years. Given the likelihood that not all of the original students can be found each of the five years, the actual number of interviews will most likely be less than 50.

Reporting: Describe how the information was collected. In contrast to most of the other evaluation items in this section, the results of these interviews will be primarily narrative, outlining the results of each of the interviews and summarizing key patterns that emerge. When reporting this information, do not state that these changes were a "result of" or "caused by" involvement in the literacy program. Other alternative explanations are possible. Instead, the report is addressing the question of what changes have occurred since leaving the program and is descriptive of those changes. It is appropriate to report changes attributed to the program by the learner if the source is noted. Look for patterns of reported changes over time.

Program administration

The following is a summary of the evaluation information relevant to the area of program administration. These are measures that reflect satisfaction with the effectiveness of the literacy program. The program administration measures are:

- student retention rate
- student contributions to program
- tutor profile
- number of tutors
- number of hours contributed by tutors
- tutor retention rate
- referral rate.

PROGRAM ADMINISTRATION MEASURES

Student retention rate

Information collected: Number of students who leave the program prior to completing their goals and/or completing the program.

Source of data: Student progress reports completed by tutors or instructors.

When collected: Continuously as it occurs.

Reporting: Actual number and percentage of total number of students annually who leave the program prior to completing the program or accomplishing their goals. If retention rates decrease, it indicates the need to determine reasons for the change in retention rates. As an option, consider follow-up on why students prematurely discontinue the program. Given the number of nonprogram related factors affecting retention (e.g., moving, health problems), a 100 percent retention rate is unlikely. As New York State libraries regularly report this figure, comparison of the local rate to those in other programs will be useful for setting a retention target.

Student contributions to program

Information collected: Number of students who contribute to the program in any of the following ways: become tutors, do volunteer work (noninstructional), assist other students, join program staff, contribute funds for the program, and organize student groups. This can occur while they are enrolled in the program or after participation.

Source of data: Separate reports on tutors, volunteers, and donations. If former or current student, these names would be pulled from these existing records.

When collected: Continuously as it occurs.

Reporting: An excellent indication of satisfaction with the program, this figure shows that students want to give back to the program for what they gained. Report in actual numbers along with a narrative describing these contributions. Optionally, also report the extent of these contributions (e.g., number of hours).

Tutor profile

Information collected: Similar to that collected in the student profile: ethnicity, age, gender, occupational status, years of formal schooling completed, and reasons for deciding to tutor.

Source of data: Tutor application or intake form.

When collected: As individual applies to tutor.

Reporting: Report the data in actual numbers and percentages in order to provide a profile of the tutor pool. Over time, changes in the tutor population can show results of targeted recruitment (e.g., more males or ethnic groups represented). Information on reasons for tutoring aid in recruitment of new tutors.

Number of tutors

Information collected: Two figures on the number

of tutors will be collected: 1) number of tutors teaching for any time during the year by instructional method (one-on-one, small group) and 2) number of tutors teaching for the entire year by instructional method.

Source of data: Tutor records maintained by program staff.

When collected: Upon start and completion of tutoring.

Reporting: Figures used will be the actual number in each instructional category.

Number of hours contributed by tutors

Information collected: Total number of hours contributed by tutors for teaching, preparation, reporting/record keeping, and travel time.

Source of data: Report from tutors that is combined with student progress reports for ease in data reporting.

When collected: Continuously as it occurs.

Reporting: Reported as total volunteer hours for all types of tutor contributions. As an option, report use of this figure as a ratio—average number of hours per tutor in instruction-related activities. By collecting all the time given by the tutors, the literacy program can illustrate more fully the contribution made by tutors. Actual instructional hours should be gathered from the number of hours in instruction for students, not from this measure. Another option is to report tutor time separately in all three areas: instruction, preparation, reporting/record keeping, and travel.

Tutor retention rate

Information collected: Number of tutors who cease tutoring.

Source of data: Tutor records maintained by program staff.

When collected: Continuously as it occurs.

Reporting: Actual number and percentage of total number of tutors annually. If retention rates decrease, it increases the need to determine reasons for tutors leaving the program. As an option, consider follow-up on why tutors discontinue their involvement.

Referral rate

Information collected: The number of referrals of students, tutors, and other volunteers to the library-based literacy program from other agencies and individuals.

Source of data: Student intake forms and tutor/volunteer application forms, asking, "Were you referred to the program?"

When collected: Continuously as it occurs.

Reporting: The willingness of individuals and agencies to refer implies knowledge of the effectiveness of the program. Report as actual number of referrals for students and actual number of referrals for tutors. As an option, periodically note the source of the referral for evaluation of the program's publicity and network.

Use of Library Resources

The following is a summary of the evaluation information required in the area of use of library resources. Since part of the purpose of this evaluation model is to tell the library's story in literacy education, additional information is needed on support services found in the library. The report of library use in the learner progress area complements the information gathered here. For the most part, these measures are collected during a two-week sample period. The library measures are:

- use of facilities for tutoring or classes
- circulation of print literacy collection
- in-house use of print literacy collection
- use of computer for instruction
- information requests about literacy and services.

USE OF LIBRARY RESOURCES MEASURES

Use of facilities for tutoring or classes

Information collected: Number of times the library is used as a site for tutoring or classes.

Source of data: Tutors and instructors record use of the library on daily log sheets.

When collected: Collected during two sample weeks, one week in the fall and one week in the spring. These should be representative weeks.

Reporting: Multiply the total number of uses during the two weeks by 26 for an annual figure for the number of times the library is used for tutoring or classes. **As an option, total amount of time the library is used for tutoring and instruction could be collected.**

Circulation of print literacy collection

Information collected: The number of materials checked out from the literacy print collection.

Source of data: The source will vary, depending on the type of circulation system used. For online cir-

culation systems that have coded the adult literacy collection, figures can automatically be reported throughout the year for an annual total circulation of the collection. For manual systems, items circulated can be recorded as checked out or as returned.

When collected: For the online system that can provide automatic reporting, a continuous reporting can be used. For manual systems, a two-week sample should be used, one week in the fall and one week in the spring.

Reporting: Report the actual figure from online systems when available. When using the two-week sample, multiply the resulting total by 26 for an annual estimate. Optional measures include percent of the collection used and analysis of collection use by topic areas.

In-house use of print literacy collection

Information collected: Number of print items from the print literacy collection used in the library.

Source of data: Ask tutors, instructors, program staff, and students not to reshelve items used from the collection (verbal and printed instructions). Count the materials used throughout the day when reshelved.

When collected: For a two-week sample period, one week in the fall and one week in the spring.

Reporting: By reporting in-house use of the literacy print collection, the program has a more complete picture of collection use than just that seen from circulation. Multiply the two-week total by 26 to derive a figure for in-house use of the literacy collection. An optional measure would be to study browsing use of the collection with a browsers' fill rate.

Use of computer for instruction

Information collected: The number of hours the microcomputer is used for computer-assisted instruction.

Source of data: Tutors, instructors, program staff, and students record the amount of time the computer is used on time log sheets. A log-in sheet is needed for each computer used for instructional purposes. A point of use form can be used to record qualitative information related to the use of the microcomputers.

When collected: For a two-week sample period, one week in the fall and one week in the spring. User satisfaction forms can also be made available continuously.

Reporting: Total the number of hours from all computers for the two-week period. Multiply the total by 26 for an annual figure of computer use for instruction. Related optional measures include use of specific types of software and use by students independent of tutors and instructors. A sample ratio figure is an average number of computer-assisted instructional hours per student. Tabulations of user comments and rate of satisfaction can be done twice a year to coincide with the sample period.

Information requests about literacy and services

Information collected: Number of requests for information about literacy and literacy services, including requests for referrals by the library to other community literacy programs.

Source of data: The source will depend on the organization of the program. For a library without a separate literacy office, the statistics will be reported solely from the reference/information desk. For libraries with separate literacy offices, the figure will be reported from both the reference desk and the literacy office.

When collected: During two sample weeks, one in the fall and one in the spring.

Reporting: Multiply the two-week total by 26 to report an annual figure for information requests about literacy and services.

Library-based literacy programs can use these measures in the three major categories of learners, program administration, and use of library resources as a base for further data collection, as described in Chapter 6 of this manual. The use of the set of measures in this section helps transform evaluation into a systematic, rather than random, collection of data. Furthermore, as more libraries contribute comparable evaluation data, a more realistic picture of library involvement in literacy can be drawn.

BEST COPY AVAILABLE

CHAPTER 6

OPTIONAL EVALUATION AREAS AND TECHNIQUES

The measures described in Chapter 5 offer a profile of a literacy program that considers activities in providing literacy materials, support services, and direct instruction. Depending on the program, however, additional evaluation information will be needed for planning and budgeting. This section introduces an additional array of possibilities, although it is not intended to be a comprehensive list. The list is organized in the same way as Chapter 5 for ease of use. Among this list will be information that could be gathered periodically rather than annually to assess change. As with the core measures, most of this information can be collected using a sample group or a sample time period. This section concludes with a brief discussion of selected data gathering techniques.

Inputs

- Community and program resource profiles
  - Local literacy providers (number and type)
  - Expenditures by category
  - In-kind resources
  - Facilities provided for the literacy program (amount, number of sites, hours available)
  - Equipment available for the program
  - Percent of staff time spent in administration
  - Method of tutor/volunteer training

Outputs and Outcomes

- Learners
  - Program completion (number, average completion time)
  - Anecdotal success stories
  - Types of library use (extent of use and nature of use of materials and services)
  - Changes in attitudes/self-esteem
  - Type of student goals achieved
- Program administration
  - Staff support (hours) per student or tutor
  - Number of tutors trained
  - Amount of training per tutor or instructor (if this varies)
  - Amount of continuing education/in-service per tutor/instructor
  - Average length of time for student placement in a class or with a tutor
  - Size of waiting lists
  - Average time tutor waits for placement with a student
  - Separate reports on tutor time by instruction, reporting/record keeping, preparation, and travel
  - Source of referrals to the program
  - Reasons for exiting the program (student)
  - Reasons for ceasing tutoring
  - Extent of student contributions to the program
  - Long-term changes of tutors/volunteers
  - Satisfaction with the program by students (e.g., convenience, learning experience, materials, communication, support services, recognition system)
  - Evaluation of the program by tutors (e.g., training, in-service, tutoring experience, materials, support services, communication, recognition system)
- Use of library resources
  - Browsers' fill rate
  - Collection turnover rate
  - Percent of collection circulated
  - Use of collections at instructional sessions
  - Analysis of use of certain types of materials in the print or audiovisual collection
  - Use of audiovisual materials
  - Hours library used for instruction
  - Changes in library and/or library staff attributed to the literacy program

Techniques for gathering evaluation information

Most of the evaluation measures used in this manual are tallied by program staff using intake forms, office logs, tutor report forms, and student records. This "counting up" approach has its limitations, however, when trying to determine the answer to "why" something has or has not occurred in the program. When, for example, changes occur in retention rates for students or tutors, other approaches help examine why this has occurred. These additional data gathering techniques are not unique to literacy programs and are the basis of most information-seeking activities: written questionnaires, personal interviews, and structured observations. A brief discussion of each follows as an introduction to the appropriateness of each approach for literacy evaluation. All three approaches allow for using a sample of people to gather information rather than collecting information from every student or tutor.

The **written questionnaire** allows for efficient data collection when information is needed from a large number of people. In cases like this, it is the least expensive of data collection approaches because personal contact is minimized. The major direct costs are in printing and mailing, although staff time needed for mailings, tabulation of data, and interpretation of results is considerable. The process of developing a questionnaire does not start with writing down questions. First, decide what information is needed. Then prioritize that list. Only after this has been done should questions be developed. Since there is a tendency to keep adding questions because "it would be interesting to know," use the priority list to limit the length of the questionnaire. Three caveats should be considered when thinking of using a questionnaire: keep it as short as possible, use a limited number of open-ended questions, and pretest the questionnaire. While there are exceptions to these, as a rule the return rate on the questionnaire will be reduced if these points are ignored.

Because of the reading and writing skills required to fill out a questionnaire, it will be used primarily to survey tutors, program staff and volunteers, and staff and volunteers from other agencies. Programs have used written questionnaires with students after involving students in the design and pretest of the questionnaire. When this is done, response rate is generally lower than with other groups, especially among ESL students, and if the student's involvement in the program is not known by the family, the questionnaire cannot be sent.

Personal interviews can be conducted one-on-one or in a small group and by telephone. This approach is useful when trying to understand in more depth a certain issue or behavior or when gathering information from a hard-to-reach population. In contrast to written questionnaires, the interview allows for follow-up and probing on interesting or unclear comments. Interviews are usually less expensive than written questionnaires in direct costs, but more expensive in time needed by both the person conducting the interview and the person providing the information. In-person interviews are the most expensive interviewing technique because of travel time. Summary of the results of interviewing can be time consuming given the narrative style of the responses. The same approach and caveats apply to interviewing as to questionnaires: prioritize what you need to know, keep it short, and pretest the interview questions. In addition, there is a training component for interviewers required. Interview questions will need to be developed and possible probes identified. While the interviewer has some flexibility in the interview setting, in order for the results to be helpful to the program the same information must be gathered in each interview.

Because the literacy program is a low-cost or free program for participants, participants in personal interviews will have a greater tendency to want to say nice things or to fear that criticism will bring an end to the program. For this reason, consideration should be given to using an interviewer unknown to the group or not regularly seen by the participants. For the literacy program, the obvious advantage of the interview technique is that it does not require reading and writing skills, and as a result, it is useful for gathering information from students. Tutors are constantly using interviewing skills to gather information from students for reports to the literacy program. The telephone interview may be a problem if the clients served wish to keep their participation secret or if the client group is not likely to have regular access to a telephone. The small group interview can be a powerful data gathering tool for all groups, and a side-effect of the in-person interview process (one-on-one or small group) tends to be a more positive view of the program.

A third data gathering approach is **observation**. Observation is used by tutors and instructors as they teach and note student progress, and casual observations are reported to the program on a regular basis. For the incidental observations, the literacy program can create a log for gathering these in a more systematic way. Likewise, tutors and students may make use of diaries to record changes and observations about the learning experience and the program.

A more structured approach, however, can be taken when using observation as an evaluation method. In structured observation, more attention is paid to looking for the same kinds of information in each situation. Just as with an interview, a standard observation form is needed to assure that each observer is looking for the same thing. This

approach, like personal interviews, has as its major cost staff and volunteer time. The major disadvantage is the difficulty in some cases of being an "unobtrusive" observer. In a classroom setting this will be less of a problem, but in other learning settings unobtrusiveness will be more of a problem. Primarily, the observer does not want to have the people act in a different way because they are being observed. An audio or video tape is a substitute for a personal observer. The observation approach is a useful supplement to other data collection methods and measures, as it looks at behavior directly rather than what people say is happening. Observation is most likely to be used to study the teaching and learning exchange, although all aspects of the program could be observed, such as work flow, telephone referral, and meetings.

This is a simplified view of these important data collection approaches. The approaches can be used in combination. An example might be to follow up the questionnaire with a smaller group of interviews to explain in more detail some of the survey results. A group interview could be used to gather information that would affect the design of a questionnaire, for example in the case of a student questionnaire. Given the time involved in all three methods, however, thoughtful consideration prior to using any of the approaches is necessary. Library staff should seek additional sources and expertise when using any of the methods. This will help assure that the appropriate method will be selected to gather the information needed.

CHAPTER 7

USES OF EVALUATION INFORMATION

Throughout the manual, libraries are encouraged to make more extensive use of evaluation data. As part of the planning process, evaluation aids administrators and program staff in making a variety of decisions. Weiss (1973) summarizes these decisions as:

- to continue or discontinue the program
- to improve its practices and procedures
- to add or drop specific program strategies and techniques
- to institute similar programs elsewhere
- to allocate resources among competing programs
- to accept or reject a program approach (16—17).

Evaluation data are valuable in financial planning for the literacy program. The information helps when developing grant and other funding proposals and when justifying budget requests (increases and maintenance). In grant proposals, the evaluation information from one planning cycle or project can be used to indicate the need for further or new services, to give the literacy organization credibility with the funder, and to assist in setting realistic project objectives. Traditionally, the evaluation sections of funding proposals are the weakest; the ability of the literacy administrator to demonstrate an understanding of evaluation and clearly document an evaluation plan helps to bring the proposal to the attention of funders.

Ultimately, the literacy program's ability to maintain adequate resources is a major determinant of success of the program. If the literacy program can support its budget requests with clearly documented outputs and outcomes, a more powerful argument can be made for continued funding. Other library services may have a difficult time talking about outcomes when compared to the outcomes of literacy instruction. Convincing the budget authorities that the program is worthwhile remains a top priority for managers, and evaluation information is the cornerstone of the process of showing both effectiveness and efficiency.

As indicated in Chapter 2, evaluation is part of the bigger planning process. As such, evaluation data are what closes the loop in the planning effort, making planning a continuous and cyclical operation (refer to the PLA **PLANNING AND ROLE SETTING MANUAL FOR PUBLIC LIBRARIES**, 1987). As the program is evaluated on its progress toward meeting its objectives, this new information becomes part of the community and library information in the needs assessment stage of planning and affects the levels set in the next planning cycle objectives. Since planning and evaluation are ongoing, the evaluation process will become more sophisticated over time as new data collection methods can be learned and new measures introduced.

As the needs of the community and students change, revisions in the program may be needed. Assessment of teaching approaches provides the information needed to assure that the approaches used are the most effective for adult learning. Evaluation data aid in the development of support services for students and tutors. For example, interviews or questionnaires can reveal weaknesses in tutor in-service, collections or hours of service, or show a lack of confidence among students, all of which can be addressed in refinements to the literacy program. Program improvement based on sound evaluation information reduces the likelihood of making changes based solely on instinct or anecdotal evidence.

Each literacy program uses an array of promotional activities for recruitment, referral, and raising community awareness. Program results can be the main theme of annual reports as well as other promotional pieces. Weaknesses in recruitment identified through the evaluation process can be improved once identified. Presentations to community groups provide an opportunity to showcase student and literacy program accomplishments and to support an anecdotal approach with solid evaluation data. Especially in the promotions area, consider translating the figures into visually clear charts and graphs, which can be effective communication tools. Trend analysis of results is a powerful tool for showing program growth when coupled with a slower growth of program funding.

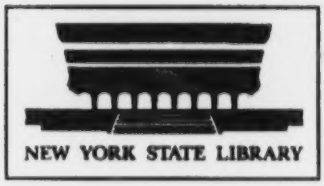
Finally, in using program evaluation data, this motto may be appropriate: the right information to the right person at the right time and in the right format. The audience for evaluation results is not a generic one, and the same

evaluation information can be massaged to meet the needs of a particular audience. The full narrative report, for example, is needed most only by those closely associated with the program. A simple brochure with graphic display of the results might serve for the person who will only glance at a report from the literacy program. Choosing the right information with an equally appropriate format helps the program reach its varied constituency more effectively.

Since collecting evaluation information takes time, it is important to make sure that time is well spent. Using evaluation results helps convince those that provide the information that their efforts are worthwhile and needed. If the same information can be used in several ways, the return on the time investment is greater. At the local, system, state, and national level, using the information to its full potential is the creative challenge in the evaluation process.

APPENDIX A

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
New York State Library
Division of Library Development
Albany, New York 12230



LABEL USED FOR LIBRARY DEVELOPMENT TRACKING ONLY

LIBRARY LITERACY PROGRAM EVALUATION QUESTIONNAIRE

1. Indicate which of the following Literacy Services are currently offered by your library and the year in which they began

Literacy Area		Year Began
Literacy collections	☐	19 _____
Literacy support services	☐	19 _____
Literacy instructions	☐	19 _____

If none of the above literacy services are offered by your library stop here and return questionnaire.
If one or more services are provided, please complete ALL remaining items before returning.

2. What would you describe as your literacy program's major achievements or outcomes?

3. How do you currently document these accomplishments or outcomes (e.g., anecdotal reports, statistics, surveys, etc.)?

4. **LITERACY COLLECTIONS**. Which of the following program statistics about literacy collections do you currently collect? [Please check all that apply in the left hand column.] **WHETHER OR NOT YOU CURRENTLY PROVIDE COLLECTIONS**, please rank the items in terms of usefulness for documenting accomplishments. [Use "1" for the most important or useful, "2" for the next most important, etc.]

Currently Collect?		Ranking
☐	Circulation of print literacy items	_____
☐	Circulation of audio-visual literacy items	_____

- ☐ Amount of use of microcomputers for literacy _____
- ☐ In-library use of literacy materials _____
- ☐ Browser's fill rate of the literacy collection _____
- ☐ Other collection measures (please specify: _____ _____
  _____)

5. **LITERACY SUPPORT SERVICES**. Which of the following program statistics about literacy support services do you currently collect? [Please check all that apply in the left hand column.] **WHETHER OR NOT YOU CURRENTLY OFFER SUPPORT SERVICES**, please rank the items in terms of usefulness for documenting accomplishments. [Use "1" for the most important or useful, "2" for the next most important, etc.]

Currently Collect?		Ranking
☐	Number of contacts initiated with other agencies about literacy	_____
☐	Number of contacts *from* other agencies about literacy	_____
☐	Number of requests for information from other libraries or agencies about your program	_____
☐	Number of reference questions answered about literacy	_____
☐	Number of referrals to other literacy providers	_____
☐	Number of literacy bibliographies, brochures, distributed	_____
☐	Number of times the library is used as a site for tutoring, classes,etc.	_____
☐	Number of volunteer hours (noninstructional) to support program efforts	_____
☐	Other support service measures (please specify: _____ _____	_____
	_____)	

6. **LITERACY INSTRUCTION**. Which of the following program statistics about literacy instructional services do you currently collect? [Please check all that apply in the left hand column.] **WHETHER OR NOT YOU CURRENTLY OFFER LITERACY INSTRUCTION**, please rank the items in terms of usefulness for documenting accomplishments. [Use "1" for the most important or useful, "2" for the next most important, etc.]

Currently Collect?		Ranking
☐	Number of tutors trained	_____
☐	Number of tutors tutoring	_____
☐	Number of tutor hours contributed	_____
☐	Number of adult learners placed with tutors	_____
☐	Number of adult learners in classroom or group instruction	_____
☐	Number of hours of instruction for students	_____
☐	Number of hours of classroom or group instruction	_____
☐	Retention rate for volunteer tutors	_____
☐	Retention rate for students	_____
☐	Number of students meeting their learning goals	_____
☐	Other instructional measures (please specify: _____ _____	_____
	_____)	

7. What are the five most important measures of literacy efforts? Select from the items listed in questions 4 through 6.

   1.

   2.

   3.

   4.

   5.

8. Do you currently collect information about students or tutors that allow you to develop a profile of either group?

   ☐ YES ☐ NO If yes, which of the following statistics do you collect (check all that apply).

	Students	Tutors
Ethnicity	☐	☐
Age	☐	☐
Gender	☐	☐
Occupational Status	☐	☐
Educational Level	☐	☐
Other: _____	☐	☐
_____		

9. Does your library monitor the progress of individuals using your literacy services?

   ☐ YES ☐ NO If yes, please describe how this is done and specify names of tests (if applicable).

10. Do you use any follow-up procedure for students who *leave before completing* the program or their learning goals?

    ☐ YES ☐ NO If yes, please describe the procedure.

11. Do you use any follow-up procedure for students who *complete* the program or their learning goals?

    ☐ YES ☐ NO If yes, please describe the procedure.

12. What other types of data would you like to have about your literacy program that you have been unable to gather?

==========

THANK YOU FOR YOUR PARTICIPATION. PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE OR MAIL TO **Kathy DeMarco at the Division of Library Development, Room 10B41 - CEC, Albany, New York 12230 by Monday, April 22nd, 1991.**

APPENDIX B

Summary Report Form

1) Community Profile

a) Population of service area: _____

b) Number of adults in service area: _____

c) Percent of adults completing high school: _____

d) Percent of population below poverty level: _____

e) Percent of unemployment: _____

f) Percent of population:

Asian	_____
Black	_____
Hispanic	_____
Native American	_____
White	
Total	100 percent

g) Percent of population by language:

_____ _____ %
(language)

_____ _____ %
(language)

_____ _____ %
(language)

h) Estimated percent of ESL population: _____

i) Estimated percent of adult population needing literacy services: _____

2) Program Profile

a) Total budget for literacy program: $ _____

b) Percent of budget from local library/municipal funds: _____

c) Percent of budget from donations:

_____ individual _____ organization _____ corporation

d) Percent of budget from grants received via a proposal process:

_____ local funds _____ State funds _____ Federal funds

e) Number of staff hours assigned to literacy programs: _____

f) Number of noninstructional volunteers for program support: _____

g) Number of noninstructional volunteer hours : _____

h) Size of print collection: _____ # volumes

i) Size of nonprint collection: _____ # of items

3) Learners

Student profile:

a)

Asian	_____
Black	_____
Hispanic	_____
Native American	_____
White	_____
Other	_____
Total	100 percent

b) Language (ESL Only):

_____ _____
(language) (number)

_____ _____
(language) (number)

_____ _____
(language) (number)

c) Age: ___#___% ___#___% ___#___%
16-20 21-24 25-34

___#___% ___#___% ___#___%
35-44 45-59 60+

d) Gender: ____#____% ____#____%
male female

e) Occupational status: ____#____% ____#____%
employed unemployed

f) Years of schooling: __#__% __#__%
0-4 5-8

__#__% __#__%
9-12 over 12

g) Students with children living at home: _____# _____%

h) Student goals:

Leisure	____# ____%
Employment	____# ____%
Personal accomplishments	____# ____%
Family-related	____# ____%

Number of students:

a) Enrolled any time during the year:

_____#	_____#	_____#
one-on-one	small group	classroom

b) Enrolled for the entire year:

_____#	_____#	_____#
one-on-one	small group	classroom

c) Percent of students in each instructional method:

_____#	_____#	_____#
one-on-one	small group	classroom

d) Number of instruction hours per student:

_____#	_____#	_____#	_____#
one-on-one	small group	classroom	CAI

e) Specify the *method(s)* for measuring skill level change:

Number of students reaching each skill achievement level:

_____	_____
type of change	# of students
_____	_____
type of change	# of students
_____	_____
type of change	# of students
_____	_____
type of change	# of students

(Attach additional page if needed)

f) Number of students achieving one goal: _____#

g) Percent of students achieving at least one goal: _____%

h) Number of students achieving more than one goal: _____#
(optional)

Library use:

a) Number of students using the library prior to instruction: _____# _____%

b) Number of students *increasing* use since instruction: _____# _____%
(excludes class time or tutoring)

c) Number of students *decreasing* use since instruction: _____# _____%

d) Number of students maintaining use level: _____# _____%

Long-term changes:

a) Number of interviews conducted: _____

b) Summarize the results of the interviews, noting changes (positive and negative) that have occurred since the student left the program. Describe how the information was collected. (Attach narrative to this report.)

4. Program Administration

Student retention rate:

a) Number of students who leave program prior to completing their goals or the program:
_____# _____%

Student contributions to the program:

Number of students who:

a) Become tutors _____

b) Assist other students _____

c) Join program staff _____

d) Contribute funds _____

e) Organize student groups _____

f) Do other volunteer work (noninstructional) _____

g) Other student contributions
(Please specify)_____

_____

Tutor profile:

a) Asian _____
Black _____
Hispanic _____
Native American _____
White _____
Other _____

Total 100 percent

b) Age: _____# _____% _____# _____% _____# _____%
16-20 21-24 25-34

_____# _____% _____# _____% _____# _____%
35-44 45-59 60+

c) Gender: _____# _____% _____# _____%
male female

d) Occupational status: _____# _____% _____# _____%
employed unemployed

e) Years of schooling:

_____#	_____#	_____#	_____#	_____#
0 - 4 yrs.	5 - 8 yrs.	9 - 12 yrs.	12 - 16 yrs.	other

f) Reasons for wanting to tutor:

_____ _____#

_____ _____#

_____ _____#

(Attach additional page if needed)

Number of tutors:

a) Teaching any time during the year:

_____#	_____#	_____#	_____#
one-on-one	small group	classroom	CAI

b) Teaching for the entire year:

_____#	_____#	_____#	_____#
one-on-one	small group	classroom	CAI

Number of hours contributed by tutors:

a) Total number of hours: _____#

_____#	_____#	_____#	_____#
teaching *	preparation *	reporting/record keeping *	Travel time *

*** these are optional**

Tutor retention rate:

a) Number of tutors who cease tutoring annually:

_____# _____%

Referral rate:

a) Number of referrals to library-based literacy program:

_____#	_____%
students referred	tutors/volunteer referred

5) Use of Library Resources

Using two sample weeks (one in fall, one in spring) collect the following:

a) Number of times the library is used as a site for tutoring or classes:

_____#/2 weeks x 26 weeks =_____total for year

b) Circulation of print materials (note: can use actual annual figure here)

_____# (actual annual figure)

or

_____#/2 weeks x 26 weeks = _____total for year

c) In-house use of print literacy collections

_____#/2 weeks x 26 weeks = _____total for year

d) Number of hours the computer is used for computer-assisted instruction:
_____#/2 weeks x 26 weeks =_____total for year *

*** Report as total for all computers**

e) Number of requests for information about literacy and literacy services, including referral to other community literacy programs:
_____#/2 weeks x 26 weeks = _____total for year

APPENDIX C

BIBLIOGRAPHY

Guba, Egon G., and Yvonna S. Lincoln. *Effective Evaluation*. San Francisco, CA: Jossey-Bass, 1981.

Hernon, Peter, and Charles R. McClure. *Evaluation and Library Decision Making*. Norwood, NJ: Ablex, 1990.

Jackson, Gregg B. *Measures For Adult Literacy Programs*. Washington, DC: ERIC/TM Clearinghouse Publications, 1990.

Johnson, Debra Wilcox. "Evaluation of Library Literacy Projects." *Library Trends 35, no. 2 (Fall 1986): 311-326.*

Johnson, Debra Wilcox. "Measuring Up: Making Literacy Evaluation Meaningful." *Wilson Library Bulletin 65 (November 1990): 35-39+.*

Johnson, Debra Wilcox, Jane B. Robbins, and Douglas Zweizig. *Libraries: Partners In Adult Literacy*. Norwood, NJ: Ablex, 1991.

Lancaster, F. W. *If You Want To Evaluate Your Library*. Champaign, IL: University of Illinois, GSLIS, 1988.

Lytle, Susan L., and Marcie Wolfe. *Adult Literacy Education: Program Evaluation And Learner Assessment*. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education, 1989.

Nickse, R.S. and Englander, N. *Collaborations For Literacy: Administrator's Handbook*. Boston: Institute for Responsive Education, 1985.

Padak, N.D. and Padak, G.M. "What Works—Adult Literacy Program Evaluation." *Journal Of Reading, Vol. 34 No. 5: 374-379, 1991.*

Patton, Michael Quinn. *How To Use Qualitative Methods In Evaluation*. Newbury Park, CA: Sage, 1987.

Robbins, Jane B., and Douglas Zweizig. *Are We There Yet?* Madison, WI: School of Library and Information Studies, University of Wisconsin, 1988.

Turock, Betty J. "Assessing Service to Special Populations." In *Evaluation Of Public Services And Public Services Personnel*. edited by Bryce Allen. Champaign, IL.: University of Illinois, GSLIS, 1991, pp. 125—145.

Van House, Nancy A. *Output Measures For Public Libraries: A Manual Of Standardized Procedures*. Chicago, IL: American Library Association, 1987.

Weiss, Carol H. *Evaluation Research: Methods Of Assessing Program Effectiveness*. Englewood Cliffs, NJ: Prentice-Hall, 1972.

Zweizig, Douglas L., Debra Wilcox Johnson, and Jane B. Robbins. *Evaluation Of*

Adult Library Literacy Programs: A Structured Approach. Chicago, IL: American Library Association, 1990.

09326
91-543